

THE GREYHOUND

Vol. 53, No. 17

MARCH 21, 1980

Girls! Girls! Girls!

Loyola College started the seventies with a major change—girls. In the event which probably changed Loyola more than any other, Loyola merged with Mt. St. Agnes.

Loyola and Mt. St. Agnes will merge!

The Very Reverend Joseph A. Sellinger, President of Loyola College, and Dr. Elizabeth Geen, President of Mt. St. Agnes, have released the following statement to the public:

"The Boards of Trustees of Mount Saint Agnes and Loyola College announce the merger of their two institutions effective July 1, 1971. We believe this joining will enhance the educational level of private higher education in the city of Baltimore and the state of Maryland. The institutions will operate under the name of Loyola College and combine their students and most of the faculties and administrations.

The merger reflects a realistic approach to current educational and economic trends and is the outgrowth of many years of cooperation between these two institutions."

The merged Loyola-Mount Saint Agnes institutions will center their activities on the Loyola College Charles Street Campus. They will, however, take advantage of the many excellent facilities existing in the Mount Saint Agnes campus, in Mount Washington.

This joining represents a combination of 221 years of Catholic

private higher education. It is unique in that it is the first merger of two private colleges in the state of Maryland. The uniting of Loyola and Mount Saint Agnes Colleges will provide for the creation of a truly coeducational community which had not previously existed on the two campuses. This educational atmosphere more readily reflects current society and will provide for new and creative approaches to the educational process.

Under several years of a cooperative program, the students and faculties of both colleges have become accustomed to working together as an educational community. There already exists a continuing program of inter-institutional cooperation with our sister institutions of higher education, particularly with the College of Notre Dame of Maryland. The strength obtained through this merger will enhance the cooperative programs with the sister higher education institutions.

The combination of the two institutions will permit greater utilization of the strengths of various departments and faculty members. The flexibility inherent in this combination will permit the students to develop greater specialization in their areas of study.

A more efficient operation will be realized administratively through the merger of Loyola and Mount Saint Agnes Colleges. It will eliminate the duplication of facilities and services required as a result of the operation of two separate campuses, and provide



The first crop of girls to invade the Loyola College campus. September 23, 1970.

stronger resources, facilities and services for the students and faculty in their educational enterprise.

Father Sellinger and Dr. Geen pointed out that in addition to the many benefits to be derived for our present and future students, "this merger will also increase the contribution that can be made by the combined institutions for the community. The alumni of these institutions may take pride in the progressive step that is being taken today by their alma maters, in recognizing current educational trends and adapting them in an intelligent and responsive manner."

Sept. 21, 1970

Library opening sign of cooperation

On Thursday, March 15, 1973 the Loyola Notre Dame Library officially opened all levels to the students, faculty, and staff of the two colleges. A press reception, attended by members of the local media, was held to announce the occasion.

The meeting began with a few words by Mr. William Kirwin, Director of the Library. He explained that the Loyola Notre Dame Library is unique in the United States. This is the first time that two undergraduate institutions have merged to form a library that can offer better services to the two colleges. The library will now become a model for other colleges across the nation who have considered or may now consider such a plan.

Mr. Kirwin then introduced Sr. Kathleen Feeley, President of Notre Dame. Sr. Kathleen spoke of the Library as a means to education. This is a time when students are searching and they must be given the tools to find what they are searching for. Discovery is a key aspect to education and the Library is a main tool. Students must be given the best tools that an institution can offer. This search and discovery is a highly personal endeavor and the Library will help to individualize the students' education.

Sr. Kathleen continued by stating that students must be given a choice in the manner of their education: books, films, records, tapes, television, etc. The new library offers the student such a choice and thus instills in the system student a system of values.

Bringing her statement to a close, Sr. Kathleen explained that the library shows the pluralism of education. The joint library is a "test of the way higher education must work together."

Fr. Joseph Sellinger, President of Loyola, followed announcing that this is a very happy time for both colleges. There

has been work and work going into this building for many years. It was noted that the building is far from complete.

There is an application to the Kresge foundation for a quarter of a million dollars to help finance the building. In order to receive money from the foundation the building must not be completed. Fr. Sellinger pointed out that there is at least six months to a year's more work left on the building.

The erection of the Library was a five million dollar undertaking. The Campaign to raise the money is still nine hundred thousand dollars short. A thirty year mortgage was taken for the sum of three and a quarter million dollars. The colleges also procured a federal interest subsidy grant. This grant paid the difference between the prime interest rate and three percent. It was necessary to begin construction of the Library before all the funds were raised in order to achieve this financial agreement.

Drawing his talk to a close, Fr. Sellinger stated his feeling that the Library is tangible evidence of real co-operation and a tribute to the two colleges.

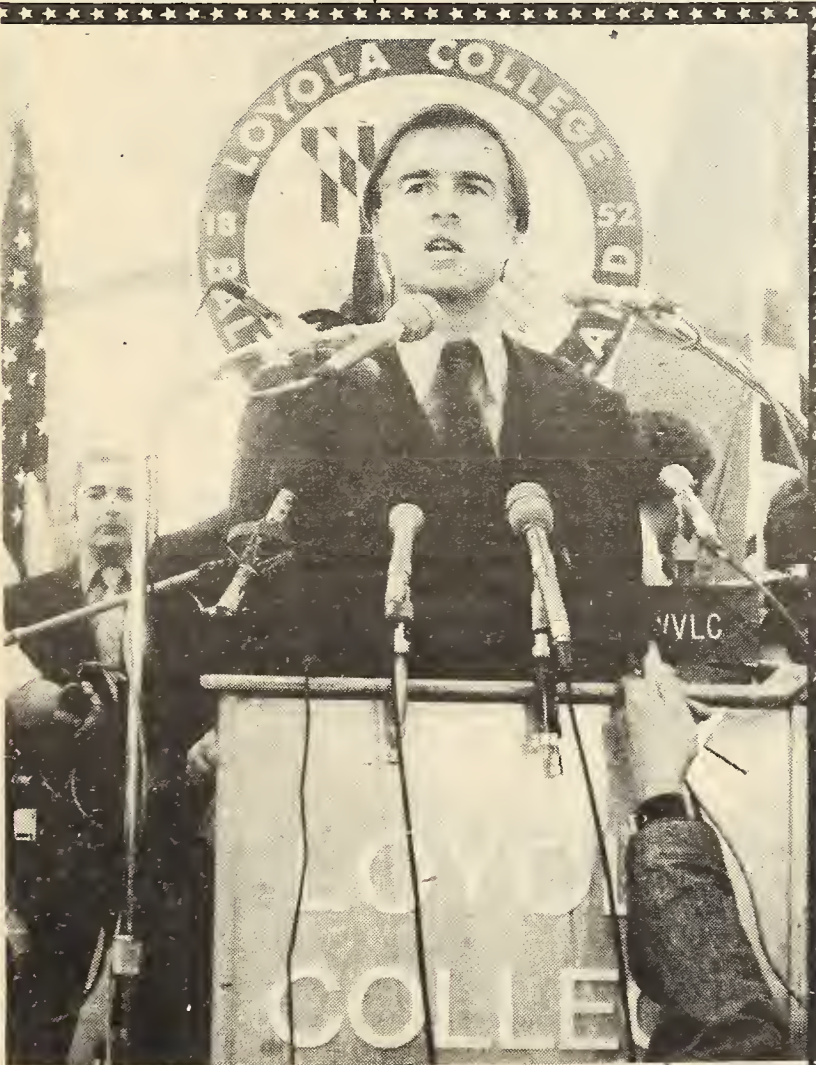
The Library's architect, Mr. Richard Ayres, gave a brief talk on its design. Mr. Ayres said that the concept for the design of the Library resulted in response to the conditions and location of the land. The building is constructed where the two campuses meet, in a low-lying area with a stream. It was felt that the stream might act as a physical and psychological barrier to The Notre Dame students. A conclusion was reached that if the building spanned the stream it would be too low and horizontal and provide the two campuses with a view of the library's roof. It was decided that the height of the building should be emphasized. This gives us the present building, a sculptured mass of simple wall. Contd. page 5

Most of our more perceptive readers have probably noticed by now that there's something a bit strange about this issue of The Greyhound. For one, that masthead atop the page has not been used for over 20 years. Add to that the fact that Everything alluded to on this page happened at least four years ago, and you may be able to decipher just what this issue portends to be.

Volume 53, Number 17 of The Greyhound is meant to be a retrospective, a chance to pause for a moment as the eighties dawn, and to look back on the past decade, one of phenomenal changes both in society and at Loyola. We felt it was time to sit back and take a real look at where we've been; hopefully, at the same time, gaining a new perspective on where we're heading.

What we've done is gone over the past 10 year's Greyhounds and reprinted those stories we judged of most historical, personal, or cultural importance. It's been both an interesting and enlightening (though exhaustive) task for us. We hope you enjoy it.

Chris Kaltenbach
and the editorial staff of
The '79-'80 Loyola Greyhound



California Governor Jerry Brown kicked off his Maryland Presidential primary campaign at Loyola in May of 1976. Brown is but one of a long list of notable speakers to appear on the Evergreen Campus, including Supreme Court Justice William Rehnquist, Senator Sam Ervin, Ralph Nader, and, most recently, Barbara Walters.

Loyola II seminar discusses "F"

Loyola, like other colleges, has been hit by grade-inflation. Unfortunately for us, the proposal to drop the "F" didn't go through.

by Steve Steinberg

To kick off the seminar, Deans McGuire and Kaltenbach painted a dreary picture of the crises that Loyola II finds itself in. Referring to statistics, McGuire pointed out that between the years 1963 and 1972 the mean value of the G.P.A. has risen from 2.37 to 2.88. The dean wanted to know why. Dr. Kaltenbach of the Evening and Graduate division announced equally startling figures. For summer 1972, out of 1361 grades issued in the graduate division, 838 or 62% were A's; 500 or 37% were B's; 19 or 1.4% were C's; and 4 or .1% were F's.

The possibilities cited by the Deans to account for the grade inflation included better stu-

dents, implementation of the Pass-Fail system, fewer courses resulting from the 4-1-4 adoption, less use of final exams as a major source of grade data, more papers, fewer tests and better student-faculty rapport. However, the Dean seemed to feel these were minor factors influencing the rise. What he seemed to hold accountable for the shift in grading patterns was cheating among the students and, more notably, a lowering of the standards of individual professors.

Loyola is by no means the only college which finds itself in this position. A study of 435 colleges and universities conducted last year and reported in the New York Times March 13, 1972 showed that the overall G.P.A. was "...from .4 in 1960 to 2-56 in 1969 and was accelerating."

The question was then put to the faculty: Just what does a grade, or a degree for that matter, from Loyola mean?

Several respondents made

their opinions known. Mr. Cunningham of the Philosophy Dept. lashed out at the grading system calling it, "...a shorthand record of a student's achievement..." He proceeded to blame the system for futhering competition on campus, one of the vices of a liberal education is supposed to free us from. On the practical side Cunningham suggested implementation of a descriptive evaluation system, one which would be more helpful in evaluation of the "whole" person.

A point raised by Fr. Salmon of the Chemistry Dept. questioned the advisability for a completely descriptive-subjective-multidiscipline approach to evaluation. His opinion was that professional schools want to see evidence of a student's ability in specific areas, areas which he thinks the present grade system is unable to elucidate.

Looking at things in a different light, Mr. Speigel of the Physics Dept. suggested that

grades were on the upswing for reasons other than laxity on the part of the students. He noted that the implementation of the plus system in the sixties might explain part of the rise, along with the dropping of the "D"; more flexible curriculum spawning increased interest; better "wash-out" procedures for incompetent freshmen; and an increased use of the "W" for withdrawal from a course instead of failure.

Mrs. Abromaitis of the English Dept. objected to Fr. Gau's

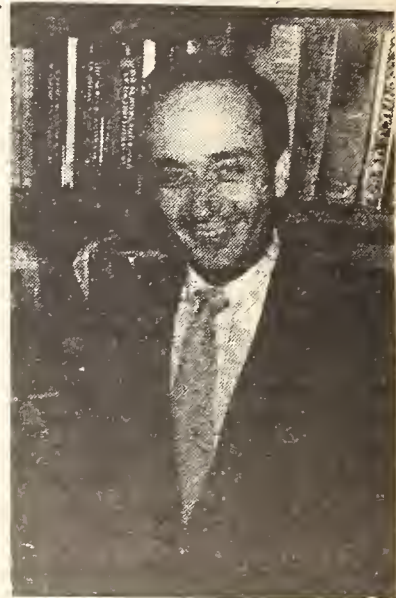
position concerning Mr. Gibson's proposal to drop the "F" grade from the transcript. She rejects the theory that marks are an evaluation of intelligence and maintains that they are no more than an indication of the standards of the college. Furthermore she stated that grades are an accountability factor necessary for the development of responsibility and maturity. In conjunction with the grading system she mentioned a lack of an honor system here.

December 1, 1972

Before

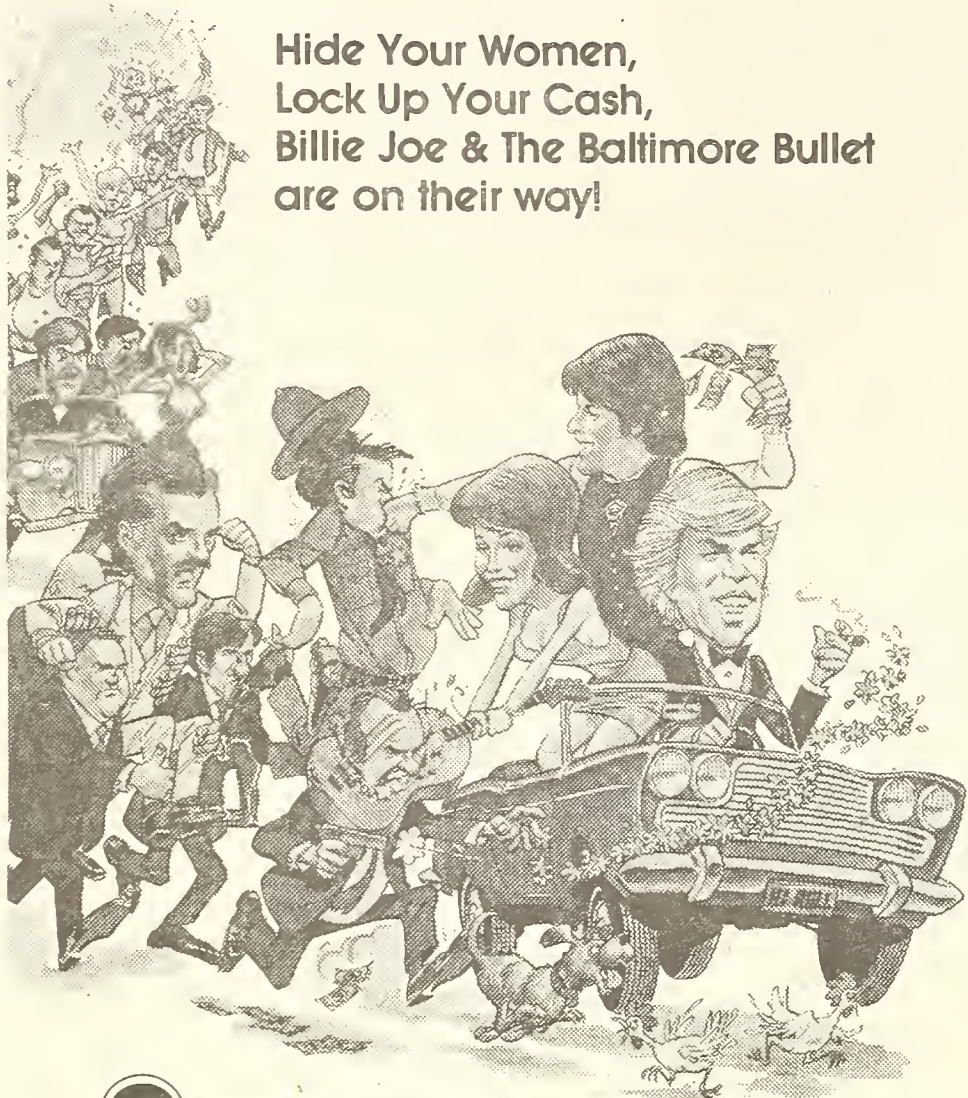


After



It's absolutely amazing what a haircut, tie, and administrative position can do to even the humblest of humans. At left is a picture of Dr. Thomas Scheye, at the time of his being awarded the 1973 Teacher of the Year award. At right is the present-day Loyola vice-president we all know and respect.

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Students cast their votes to elect officers for the newly formed Student Commuters Association. The voting took place last week and was marked by moderate response by the commuters. Nov. 10, 1972.

Dr. Varga assembles facts for first chronicle of Loyola

One of the storied which regularly seems to find its way into the Greyhound is a report on the progress of Dr. Varga's history of Loyola. One example:

by Timothy Bural

Did you know that Loyola was one of the first Catholic

colleges that admitted non-Catholic students? Or that Loyola was indirectly involved in the assassination of Lincoln? Or what do you know of the student strike of 1919? These interesting facts and others have been found by Dr. Nicholas Varga, a member of our own history staff, while working on the first complete history of Loyola College.

There have been several attempts at the job of writing Loyola's history. The first was in 1952 when Father Talbot, the president of the college, started it. Illness forced the project to be abandoned. Dr. Varga explained that "the job of writing a college's history is a common retirement project," and so when he first told the faculty that was starting the project, the reaction was — "Are you sick?"

Dr. Varga began the project as early as 1962, when the New Catholic Encyclopedia asked for a write-up on Loyola. He wrote it, and became interested in the job. He actually began work in 1967, after he completed his doctoral paper. He says he hopes to have it completed sometime next year.

After reading several college histories, Dr. Varga decided what to do and what not to do. He has decided to use a simple, short style, and to tell more about the people than just the college itself. An example of this would be his article published

in the Maryland Historical Magazine in 1970, where he talked about Loyola's first ninety-five students.

He has decided to begin the history of the college in a quick manner. In other histories, "they begin way out in left field," he said. He gave an example of one unnamed college history that began with the discovery of America.

Information for Loyola's history is coming from many sources. Much of the material, like registers and other records, have been stored at Loyola High School. Many letters Dr. Varga has found have come from the Maryland Provincial Archives. Other information has come from deans' diaries, and interviews with alumni.

Dr. Varga sees the importance of this work in several ways. It is, of course, for the benefit of the alumni, but more than that, Loyola has an important place in the history of Baltimore since several prominent local figures attended Loyola. Dr. Varga also sees the history as important to the understanding of society as a whole. "Institutions play an important role in society, so if we look at the institutions, we may be able to understand the society."

One of the famous people associated with Loyola College was James Ryder Randall. Randall, the composer of "Maryland, My Maryland," was a member of the Loyola Literary Society.

Loyola chances to lose \$192,000 in ACLU law suit

The Maryland State "Aid to Higher Education Act" drew Loyola into a court battle in 1972. The battle could have cost Loyola \$192,000.

In a law suit that will be tried sometime late this year, Loyola and four other colleges stand to lose \$520,000 in state funding. Loyola alone may lose \$157,000 plus \$35,000 in court costs. The suit primarily questions the constitutionality of the Maryland State "Aid to Higher Education Act," which was signed into law by Governor Mandel in 1971, and asks that all state aid to these institutions be repaid to the state. To date, \$1.7 million of state fiscal aid has been given to private schools.

The suit was filed in the U.S. District Court for Md. on March 27, 1972, by the American Civil Liberties Union of Md., the Protestants and other Americans united for Separation of Church and State, John C. Roemer III (executive director of Maryland

ACLU), Edward E. Doerr, Kenneth A. Stevens and Cynthia Koonce Miller. They believe that the state law violates the Bill of Rights first and fourteenth amendments and, therefore, is void.

Fr. Sellinger, president of Loyola College, states that the colleges involved are not working together on a unified defense strategy. Three colleges, Notre Dame, Western Maryland College, and Mount Saint Mary's are trying separate legal tactics according to Fr. Sellinger. They plan to argue the constitutionality of the law. Loyola and Mt. St. Mary's at Emmitsburg will form a joint defense. Loyola plans to admit that it is a church-state related Jesuit College but that the law is not therefore unconstitutional in its case. Included among the defendants are Governor Mandel, Comptroller Louis L. Goldstein, and Treasurer John A. Luekemeyer.

In all, 17 colleges were awarded aid through the State Board of Public Works which Governor Mandel heads. The money is allotted to a college in relation

to the number of degrees it awarded at the last graduation. There have been no limits set as to how this aid can be used by the various institutions. To date, \$2 million for private school finance is pending in the State General Assembly for the 1972-1973 fiscal year.

The law was previously declared constitutional by the State Attorney General Francis B. Burch before Governor Mandel signed it into law on May 24, 1971. However, Lawrence Greenwald, in behalf of the ACLU, started researching for the trial last October and has since prepared the suit. The legal basis for the case for the plaintiffs rests upon the fact that this law prohibits the free exercise of religion, and, therefore violates the first amendment and also the fourteenth, which applies the first to the states. Mr. Doerr states that the law goes against a 1966 Maryland Court of Appeals ruling that held unconstitutional a 175 year old practice of the General Assembly funding church related construction.

Loyola receives subsidy through Court decision

The question of whether or not Loyola should receive aid from the state finally went as far as the Supreme Court. The positive result relieved the strain of a tight budget.

by Janine Shertzner

On June 21, the United States Supreme Court ruled in favor of state aid for private institutions of higher education. As a result of the 5-4 decision, Loyola will receive state aid from the Maryland Council for Higher Education in the amount of \$750,000 annually to subsidize the operating budget.

Says Stephen McNierney, executive vice president of Loyola, "Their decision is tremendously important not only to Loyola, but to higher education in general. It is the first time that general operating funds have been held constitutional for church related institutions at the Supreme Court level. This is the exact type of funds private colleges need."

Prior to this Supreme Court ruling, only three years of aid were available to private, church-related institutions: student aid, variety of capital, and aid for

new programs. "The basic limitations of these types of aid is the pressure to expand," explains Mr. McNierney.

"Student aid is based on the enrollment. The more students, the more the aid. We were severely limited. Variety of capital can be used only to build buildings. This doesn't solve the problem of operating costs and even increases them because we have to maintain them once they are built. Money for new programs is basically to help minority and different groups. You have to do something new. If you can't afford the basic thing, it is no help.

The litigation began four years ago when a 1971 state law providing state aid for private institutions was contended on the basis that it fostered 'excessive entanglement' between church and state. Loyola, Notre Dame, Western Maryland, Mt. St. Mary's, and St. Joseph's College filed suit on March 29, 1972. During the process of litigation, St. Joseph's closed and Western Maryland settled out of court. Says Mr. McNierney, "I disagreed with Western Maryland's decision when they made it. The essence of their position

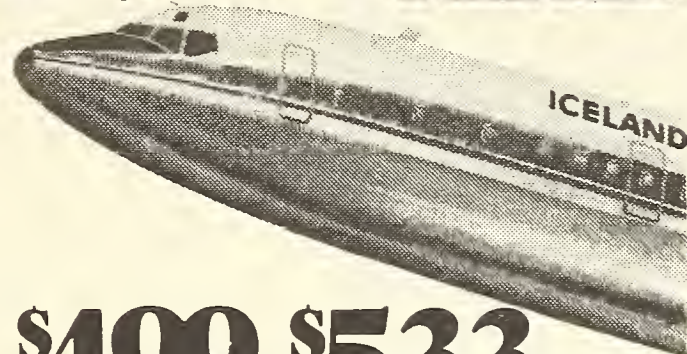
is that the college isn't a Methodist school. They felt that there were only a few Methodist trappings left over and that they should get rid of them and get the aid."

Supreme Court Chief Justice Warren Burger applied a three-way test of constitutionality to the Maryland aid law of 1971: specific secular purpose for the aid, primary purpose is not to advance or inhibit religion, and avoids "excessive governments entanglement with religion." The other four judges supporting the colleges' pleadings were Harry A. Blackmun, Lewis F. Powell, Jr., Bryon R. White, and William H. Rehnquist.

Mr. McNierney says Loyola has been running on an extremely tight budget and the money will allow "elbow room." "The aid will indirectly benefit the building of the science and athletic centers by freeing moneys that were needed for operating expenses. Expenses keep going up seven to eight percent annually. The \$750,000 measurably strengthens the long term prospect of the institution to remain healthy."

Sept. 10, 1976

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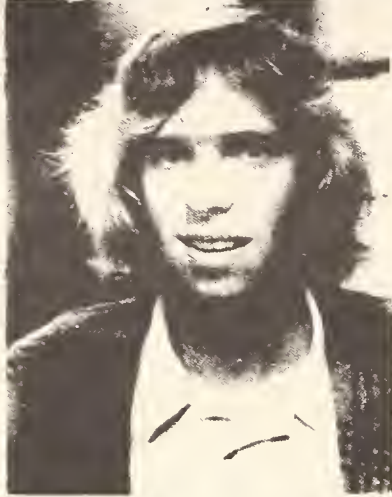
ASLC presidents-- Ghosts of administrations past, present and future



Frank Angelastro
1972-73 ASLC President



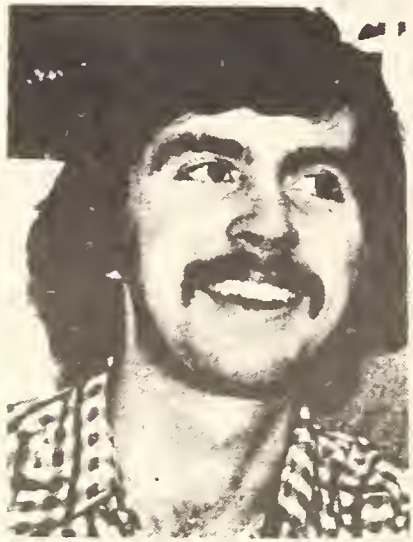
Ed Hanway
1973-74 ASLC President



Neil McMahon
1974-75 ASLC President



George Andrews
1980-81 ASLC President



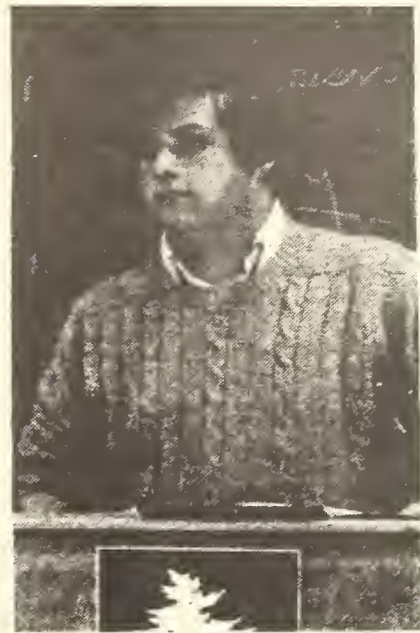
Kevin Quinn
1975-76 ASLC President



Bob Verlaque
1976-77 ASLC President



Marie Lewandowski
1977-78 ASLC President



Brian O'Neil
1978-79 ASLC President

*When I think
about the amount
of time I put in
here, I wonder
why in the hell*

I do it.

--Bob Verlaque

1976-77



Joe Jagielski
1979-80 ASLC President

Russia trip in making for Easter vacation

Although Loyola did have a trip to Russia over Thanksgiving this year, with current world situation, it may not happen again soon. This kind of a trip may be history.

by Mark Kreiner

One of the most revolutionary projects in Loyola's history is now in the making. Mr. McCormick is planning to make a trip to Russia in April during Easter vacation, leaving Thursday, the 12th and returning Easter Saturday or Sunday, approximately 12 days. The trip is expected to cover Moscow, Leningrad and possibly another city. The school will go in conjunction with John Carroll of Bel Air Friends' School and possibly a small, New England Prep School. The entire package — flight over and back, hotel accommodations, meals and expenses will cost \$600.00. The flight will come out of Kennedy (the airline is not known at this time) but once in the U.S.S.R. the students will have to fly Soviet air lines within the borders. All interested will need passports, although Tours Inc. will take care of the visas and handle communications with a Soviet travel bureau. The main aim is to help publicize the Russian courses—literature, history, and language and to stir up interest. The hope is that Loyola will have full fledged Russian programs. The success

of the trip is based on student participation — a total of 25 students are needed to make the trip feasible. More schools, however, are sharing interest in going over in a collective group.

The sites covered in Moscow will be Red Square, a visit to Lenin's Tomb ("The underground mausoleum is a symbol of the Russian state and Revolution") to the Cathedral of St. Basil at the end of Red Square, "representative of Russian victory over Mongol Tartar in the 16th century by Ivan the Terrible," and the Kremlin, 42 acres containing a microcosm of Russian History enclosed by a large high wall. "Located within are several Russian churches" the Cathedral of the Assumption where the czars were crowned and the Cathedral of Michael the Archangel, where the Czars up until Peter the Great are buried. Also there is the Armory Museum containing many artifacts of Russia from 1100 on. Mr. McCormack is looking forward to mixing with the people and "getting the flavor of the city and culture of Moscow."

Leningrad, known as the "Window of the West," built by Peter the Great in the early 18th century is a more Western city than Moscow as is witnessed by its cosmopolitan outlook and architectural style. "Here is located the Cathedral of St. Peter and Paul where the Romanov Czars since Peter are entombed."

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Library opening joyous sign of cooperation

From page 1

surfaces contrasted with large glass areas.

The exterior design of the building was continued on the interior of the building, said Bob Kalus, the library's interior designer. If the interior of a building is to have meaning it must be a continuation of the exterior. The design of this entire building has been a real team effort.

In a question and answer period that followed, Fr. Sellinger and Sr. Kathleen were asked if the joint library would draw the two institutions closer together. The responses were very similar. When you are dealing with two human organizations, they believe, people are bound to feel their autonomy is being threatened, but it is felt that the library will help subdue these feelings and the differences will disappear. It is now impossible

for the two colleges to exist without rubbing elbows. The two colleges must maintain their individual identities and also be able to operate and work constructively with each other.

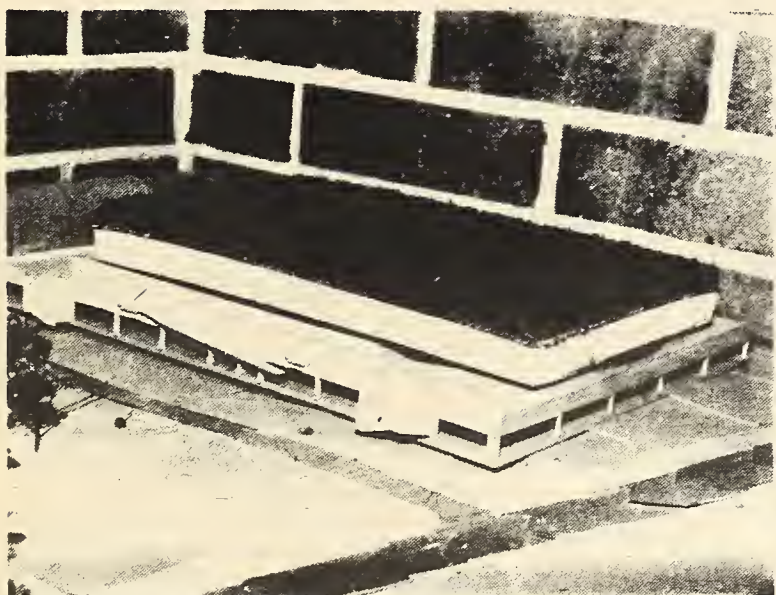
All floors of the library are relatively similar. Each floor contains a dictionary stand, and located overlooking the pool on each floor is an informal seating area. Aside from individual study carrels each floor also houses enclosed group study rooms. All of these items are located in the same area on each floor; thus, if the floor plan of one floor is understood, the library is mastered.

The Loyola Notre Dame Library also contains an extensive audio-visual room on the lower level. *The Greyhound* will examine and explain all the features of this department upon its completion in the future.



Fr. Sellinger and Sr. Kathleen Feeley at the press conference that officially opened the library to the public. Both felt that the opening showed real co-operation between the two colleges.

Athletic and recreation complex site tentative



Architect's model of the proposed athletic/Parking complex which never got off the drawing board.

by Katie McGrath

According to J. Paul Melanson, vice president of administration and finance, plans for the site of the athletic and recreation center are still tentative. A decision cannot and will not be made until enough monies have been pledged to facilitate a loan to finance construction. The Evergreen Fund is short of its ten million dollar goal by 4.4 million dollars, and before any site can be decided on absolutely, 90% of the monies has to be pledged and approp-

riated to the list of construction priorities in the Decade of Decision Program.

In the meantime, the site now under consideration is the parking lot area by the physical plant. Mr. Melanson sees this spot as a "last resort" that will only be used after all inquiries into purchasing neighboring land and alternative campus sites are rejected.

Previously, the athletic center was to be located on the athletic field in front of the Andrew White Student Center. The building was to house both the

athletic facilities and parking lot. According to Mr. Melanson, this location was ruled out because it would destroy the aesthetics of the campus. Another reason given by a physical plant employee, is that soil tests found the land was too soft to support the massive complex.

The site east of the residence halls is now the major consideration for the Life Sport Center. According to Tom O'Connor, director of athletics, the plans designed by architects Prentiss Browne for the main athletic field location will be utilized at this alternative spot, with only the modification of removing the roof top athletic field.

roof top athletic field. Now specifications pertinent to this construction area include an outdoor stadium on the lower practice field. The complex will cost an estimated 3.7 million dollars and will take 18 months to complete. 1.115 million dollars have been already directed to the project and the development office hopes to raise the difference in order to meet the collection goal date of 1978.

For now, priority has been changed from building the athletic center to construction of parking facilities. Mr. Melanson sees the one million dollar

parking project as the next step in refurbishing Loyola's campus, which has already entailed construction of the science center, renovation of the student center, and utilization of various campus buildings, to accommodate both student and faculty needs. A tentative solution to the traffic situation is to build a 300 to 400 car parking lot on the

main athletic field and to recreate a field over the project.

Mr. Melanson hopes to have a definite plan formulated by the fall. Until then, students may again find as with the science center, that everything is tentative, and will probably remain so until the ground breaking ceremonies start. Feb. 24, 1978

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Students protest war

Loyola did participate in the turmoil over the Vietnam war, although as the length and tone of the article indicate, it was not a center of student protest.

decision. They stood at the corner of Charles St. and Cold Spring La., distributing leaflets to cars stopped at the intersection.

The peaceful show of opinion had a dual purpose, according to Fr. Eugene Ahern. The demonstration wanted to make those passing aware both of the situation in Southeast Asia and of the efforts of some at Loyola against the War. Father also hoped that the demonstration would spur some to action.

The leaflets distributed contained excerpts from the *New*

York Times of May 9 (1972) which questioned President Nixon's power to use the military might of the United States. Students handing them out felt that they received more "nods than no's" in regard to their protest. People questioned in their cars and on the street gave a variety of views on the War, while most seemed to be against it, many had reservations about demonstrating against it and presidential policies.

May 19, 1972

Ten to fifteen students, bearing signs with such slogans as "Let's Blockade the War," and "How Many Arms and Legs Does It Take to Save Face," demonstrated on May 11 against the President's recent Vietnam

5 year plan explicates goals of Loyola College

Loyola has some very high goals in its plans, some of which are well on their way to being achieved, and others, well...

Dec. 3, 1976

The Administrative Planning Council drafted the following Five Year Plan proposal, which is being reviewed by College Council, ASLC, and the Faculty Council.

The basic thrust of the existing Five Year Plan is contained in the nine goal statements which follow:

Loyola will be a private, independent Jesuit college in collaboration with the Sisters of Mercy.

Loyola will be distinctive, both for the superior quality of its educational programs and for its institutional commitment to religious and humanistic values.

Loyola will be distinctive as a teaching institution in which scholarship and research support excellence in teaching. Loyola will be distinctive for a close, personal interaction between students and faculty.

In its full-time undergraduate programs, Loyola will be a first rate liberal arts college with superior students and faculty. It will require a liberal arts core of knowledge for all students (a faculty-student committee will review core requirements) and will offer them rich and varied opportunities to become liberally educated men and women with developing competence in an intellectual discipline.

In its part-time undergraduate programs, Loyola will serve area students with personalized programs of high quality. It will require a liberal arts core of knowledge of all degree students

(a faculty-student committee will review core requirements) and will offer them opportunities to become liberally educated men and women with a developing competence in an intellectual discipline.

In its graduate programs, Loyola will serve the state of Maryland with the professional programs the state needs from a private institution of higher learning, consistent with the basic commitment of the college to undergraduate education. It will expand and develop superior professional programs in business, education and community service. Each of these areas programs will be distinctive in that the values and ethical dimensions of the profession will be explored.

Within Maryland Loyola will take the leadership in continuing education under private auspices.

Loyola will be the center for religious reflection within higher education Maryland.

Loyola will increase the concern of its students for economic, social, political and moral problems. It will provide access for well-qualified minority students to positions of leadership in Maryland.

GROWTH

1. Increase the Day Division to a maximum of 2200 full-time students by 1981.

2. Increase the Evening Division to 1800 enrollments per semester by 1981.

3. Increase Graduate Division enrollments by 5 percent per year.

4. Increase Professional Development Program activities by 10 percent each year.

QUALITY

1. Decrease Day Division section average to 24 and maintain 90 percent full-time coverage (exclusive of overloads).

2. Establish 35 as the maximum regular section size in the Day Division.

3. Fifty percent of entering Day Division Freshmen will rank in the top fifth of their high school class. Average combined SAT scores will be no less than 1050.

4. Recruit 25 Freshmen each year with combined SAT scores of 1450 or above.

5. Establish Phi Beta Kappa chapter on campus.

6. Develop three national scholastic award winners in the Day Division each year.

7. The Divisions will publish course objectives, syllabus, requirements and grading practices for each course in advance of registration for each semester.

8. Each department will select an appropriate standardized exam (GRE, LSAT, etc.) to be required of all students before graduation for the purpose of assisting the department's evaluation of its programs against national and regional norms.

9. Every four years each department will invite an evaluation of its programs, students and instruction by colleagues from other colleges and universities.

10. Establish an average section size of 24 in the Evening Division with 25 percent full-time coverage (exclusive of overloads).

11. Each new Evening Division student will be required to complete two probationary semesters, including the composition and logic requirements, before being admitted to a degree program.

12. Establish an average sec-

tion size of 20 throughout the Graduate Division, with 60 percent full-time coverage (exclusive of overloads).

13. Each division will identify an average grade for the division and, over a period of years, ensure that the average grade in the division not exceed the established average.

ACADEMIC PROGRAMS

1. Prepare a single undergraduate curriculum, based on the same course-credit system, suitable for both Day and Evening students, for implementation in September, 1979.

2. Formalize five new joint majors for undergraduates by 1981.

3. Introduce no more than three new graduate programs each year.

4. Create a department combining composition, creative writing, technical writing, and journalism.

5. Create an honors option in the Day Division.

RELIGIOUS CHARACTER

1. Establish a commission on the religious character of Loyola to increase the understanding and commitment of the entire college community to the Jesuit-Mercy mission of Loyola.

2. Develop a consensus statement on the religious mission of the college and the responsibilities of each member of the college community to that mission, by March 25, 1978.

3. Make retreat opportunities available to all members of the college community, especially to full-time faculty and administrators.

4. Establish an Ethics Center with a full-time director, to promote reflection on matters of religious and ethical concern to the professional communities of Maryland.

OR

4A. Establish a center for faith and justice with a full-time director to stimulate reflection in social studies, religious studies, ethics and to coordinate social action.

STUDENT DEVELOPMENT

1. Establish an integrated an effective academic advising, career counseling, and placement system for day division students from admission to graduation.

2. Career planning and placement will establish a program to assist evening and graduate students and alumni.

3. Introduce an effective program for individual growth, to include: (a) Productive use of leisure time; (b) religious awareness; (c) personal growth; (d) the cultural and artistic life of Maryland; (e) the community and political life of Maryland.

4. Make co-curricular instruction in an individual lifetime sport available to every day division student at least once during his or her undergraduate career.

STUDENT WELFARE

1. Establish comfortable informal study lounges, for student use, in each major campus building.

2. Formal and informal student activities are to be given first priority in the allocation of space and operation of the student center and the adjacent multipurpose area.

3. Soccer, basketball, lacrosse, and field hockey will be given priority among intercollegiate sports, and the college will compete in Division I whenever possible.

FACULTY DEVELOPMENT

1. Conduct a series of Deans'

Seminars to promote crossdisciplinary understanding.

2. Organize one workshop per semester on the improvement of instruction.

3. Arrange two faculty exchanges per year with other colleges and universities.

4. Develop a faculty merit increase system.

5. Establish a program for the improvement of instruction.

ADMINISTRATIVE DEVELOPMENT

1. Develop a program for periodic evaluation of the management of the college.

2. Organize a program for the professional development of members of the administration.

COMMUNITY DEVELOPMENT
1. Develop a plan for a communications arts building to include a 300 seat theater and areas for music and studio art.

2. Conduct an annual workshop on the College's affirmative action efforts.

3. Organize one social event per semester for full- and part-time faculty members and administrators.

4. Arrange four colloquia per year involving faculty members and administrators and similar programs for the other members of the college community.

5. Arrange four "town hall" meetings per year involving administrators and students.

6. Introduce a system of counseling to establish career paths for employees of the college, and to assist them in

"First rate" is key word for the next five years

Obviously, the earlier five year plan reflected the goals of a smaller school.

By Greg Stephenson

The statement issued by the Council says that it "...wishes to involve students and faculty as extensively and effectively as possible in discussion and emendation of the ideas contained in the working draft." The Council's plan consists of nine major goals with supporting objectives. The nine major goals and the major supporting objectives follow briefly:

Goal One: Loyola will be a private, independent Jesuit college in collaboration with the Sisters of Mercy.

Goal Two: Loyola will be distinctive both for the superior quality of its educational program and for its institutional commitment to religious and humanistic values.

Goal Three: Loyola will be distinctive as a teaching institution in which scholarship and research support excellence in teaching. Loyola will be distinctive for a close, personal interaction between students and faculty.

Goal Four: In its full-time undergraduate programs, Loyola will be a first-rate liberal arts college with superior students and faculty. It will acquire a liberal arts core of knowledge for all students and will offer them rich and varied opportunities to become liberally educated men and women with a developing competence in an intellectual discipline. a.) Admissions will be restricted to 400 freshmen each year. Average SAT verbal score of entering freshmen will be raised

advancing along those paths.

COMMUNITY SERVICE

1. Endeavor to place members of the student body, faculty, and administration in significant community service positions.

2. Coordinate available human resources of the college to provide consulting services to the Maryland community.

3. Hold regular discussions with the leadership of surrounding neighborhood associations on matters of mutual concern.

COLLEGE CENTERS

1. Continue the development of the Columbia Center, to include regular graduate programs and POP activities.

2. Continue the development of the Potomac Center, to include regular graduate programs and POP activities.

3. Develop an Annapolis Center, to include graduate programs and PDP activities.

FINANCES

1. The colleges will continue to operate on a two year balanced budget.

2. The percentage of annual expenditure devoted to custodial care and plant maintenance will increase to 12 percent.

3. Annual giving from alumni, parents, corporation, and friends, will increase to \$300.

4. The college endowment will be increased by \$500,000 annually.

5. Day Division tuition will be increased to a level equal to that of comparable, private colleges and universities.

ed 25 points each year. b.) Create a student-faculty committee, with an annual budget of \$15,000 and a portion of College Work Study money to promote a first-rate College newspaper, literary magazine and intracampus television programming.

Goal Five: In its part-time undergraduate programs, Loyola will serve area students with personalized programs of high quality...

Goal Six: In its graduate programs, Loyola will serve the state of Maryland with professional programs the state needs from a private institution of higher learning, consistent with the basic commitment of the college to undergraduate education. a.) Establish a Masters Program in Public Administration. b.) Establish a graduate school of Education, with its own faculty and Dean...

Goal Seven: Within Maryland, Loyola will take the leadership in continuing education under private auspices.

Goal Eight: Loyola will be a center for religious reflection within higher education in Maryland. It will establish the center for the Study of Religion, with a full-time Jesuit director.

Goal Nine: Loyola will increase the concern of its students for economic, social, political and moral problems. It will provide access for well-qualified minority students to positions of leadership in Maryland.

The Proposed five-year plan will determine the future development of Loyola College. Faculty Meetings will be held next week to determine the feasibility of these proposals.

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features

Yanchik explains plans for old facilities

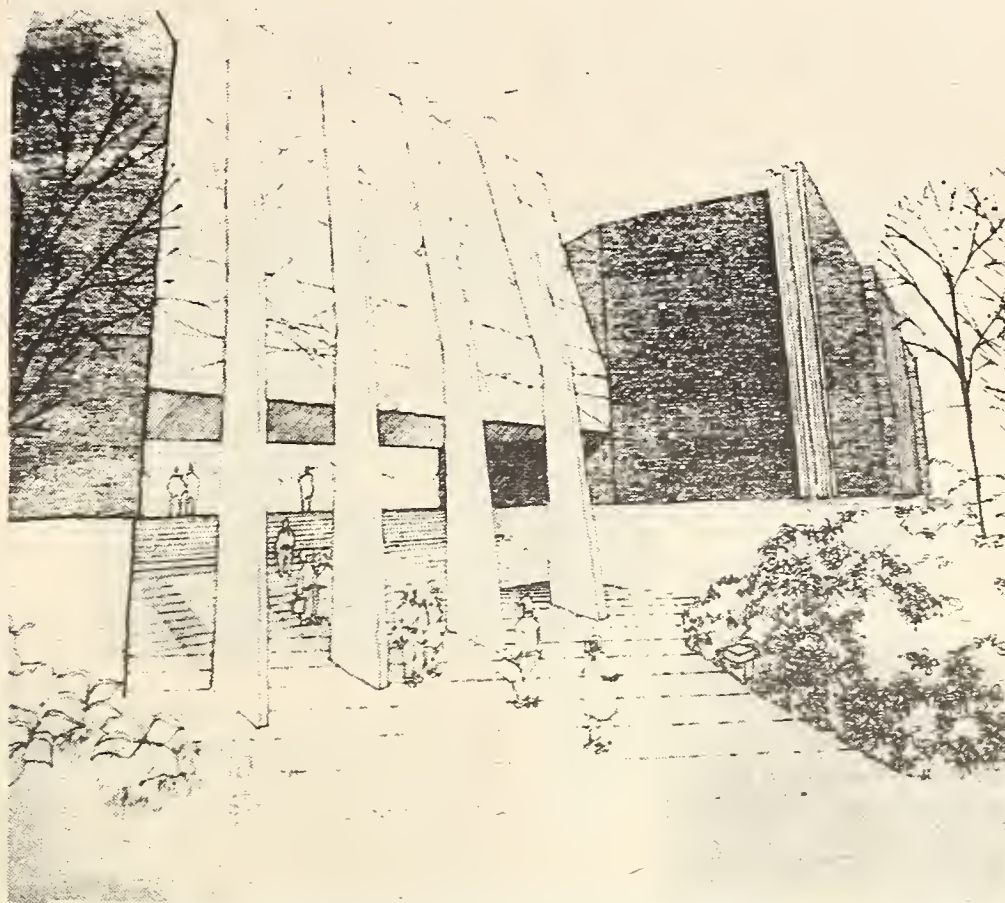
Lack of space, poor sports facilities and lack of money have been problems throughout the seventies. One interesting point though, there is no mention of parking problems!

by Bernie Seidl

Things are not as confused, disorganized, unprepared and thoroughly messed up as they seem. Believe it or not, there is a definite and logical plan set up for the third floor of the old library, the old library itself, our overused, undermanned gym, and the construction of a new Loyola sports facility. Even the rather lush new Cohn Hall fits into the general scheme of things.

The key to the solution to the whole problem is, of course, money. Everybody agrees that many teachers need adequate office space, that the old library building should be redone to provide offices, classrooms, etc., that it would be nice to have a nice intimate theater on the third floor of the old library, and finally that we need a newer, bigger, and more adequate gym. Even Mr. McNierney, Mr. Melanson, and Dean Yanchik agree with all this. What no one can agree on, however, is the arrangement of these tasks. What should come first? Some argue for faculty offices, others argue for the new sports facility, still others demand prompt action on the old library building.

"Since all development plans are a matter of money," Dean Yanchik points out, "it becomes a matter of priorities." Anybody can see the need right now, and anybody could come up with attractive plans for all the space problems. "That's not our problem though," says Dean Yanchik. "We have to proceed on a course of action that will make the best use of our limited resources and leave us free to choose the best options in the future." "We are moving slowly forward though," says the dean, "and that's the most important thing."



Steps, eighteen feet wide, lead from the Charles Street level up to the center mall. Four limestone-encased arches support a stained glass panel. From the third floor up, the two side extensions are connected by the center structure.

According to the dean, the kingpin to the solution of the entire problem is the proper use of the old library building, now called Jenkins Hall. "We are first an academic institution and, as such we must first provide for enough classrooms and faculty office space," maintains Dean Yanchik. Since Jenkins Hall would be the logical place for extra classrooms and offices, the renovation of that building becomes the first priority. It only follows then, that the third floor will also be-

come the first priority in any major development plans. With this idea in mind, the school has hired an architect to draw up plans for an assembly area on the third floor of Jenkins and the complete rebuilding of the second, first and ground floors. "Construction should start sometime next year," says Dean Yanchik. "And that," maintains the dean, "will seriously limit spending on any sports facility for a good while."

Cohn Hall's recent redoing can be

explained with the same rationale. Classrooms, offices, and seminar rooms were more important than whatever function Cohn Hall served as an assembly area. "Business provided the money, so we built!" says the dean. Now that the old library is being redone, a new assembly area can be planned for a more permanent nature.

It would have been ridiculous, however, to redo the third floor of the library without first providing for the rest of the building as well. Need alone does not justify immediate action maintains Dean Yanchik, no matter how pressing or acute.

Although the rebuilding of Jenkins Hall precludes any immediate action on a new sports facility, plans are still underway in that area. It will not become a realistic concern however for at least another three to four years. Another concern in this area is real need. According to Dean Yanchik the need is clear now but what about the next three or four years? Suppose enrollment drops off as the national trends predict and Loyola is left with a multi-million dollar unused sports facility? "What then?" the dean asks. This caution does not mean that plans are not being made for new gym and sports facilities however. "Facilities must always lag behind needs though," maintains Dean Yanchik. Not only are money, space, and design important considerations but the calculated analysis of enrollment trends as well.

Throughout this maze of calculation, planning and ordering of priorities is however, a logical trend playing money against acknowledged and real need. The process, if slow and sometimes agonizing, (witness Dean Yanchik's trying to be both athletic director and Dean of Students), is nonetheless necessary. According to Dean Yanchik, "It's all in understanding the nature of the beast."

Nov. 12, 1976

Hopkins refuses to sell Evergreen to Loyola

The lack of sports facilities during improvements and a general lack of space are problems which are still with us.

by John Franklin

The Board of Trustees has passed an administration proposal calling for the construction of a new athletic center and science building as the next capital improvement project. The unanimous decision of the Board was announced following their October 22 meeting.

It was revealed at the meeting that Johns Hopkins University has decided not to sell a portion of the Evergreen property to Loyola. Fr. Joseph Sellinger, president of Loyola College, recently approached Dr. Muller, President of Johns Hopkins University, to inquire about the purchase of the northeastern section of Evergreen. Loyola originally hoped to build the sports center and an athletic field on the land.

J. Paul Melanson, vice-president for administration and finance, emphasizes that the initial Trustee okay "doesn't mean we're going ahead," with the construction of the two buildings. It does mean that the next capital project will be their construction and not a new dorm or parking lot."

The Trustees approved the hiring of a consultant who will do "an in-depth

fund-raising survey...at what the college can expect from its constituency" in the area of financial support for the project. The consultant will prepare a "planning document of our strengths and weaknesses in raising dollars." Mr. Melanson explained that the document will say: "This is how to raise x number of dollars." The survey will take approximately 10 weeks to complete.

When the consultant study is completed the Board of Trustees will study it and decide if the final okay will be given to begin construction.

The administration proposal calls for the construction of the science building on the site of the Dell Building.

But Mr. Melanson admitted that the Hopkins' refusal to sell the land "now, or in the foreseeable future" does present us with a horrendous problem to find an adequate location for the athletic center. The school's major concern now "is to find where we can put the facility."

There are several possibilities off-campus for the location and the school is looking specifically at "commercial properties in the immediate vicinity that may be available...it can't be more than two or three blocks away, and that is far," Mr. Melanson added.

On-campus, the athletic center could be erected on the women's athletic field.

The center could also be built on the

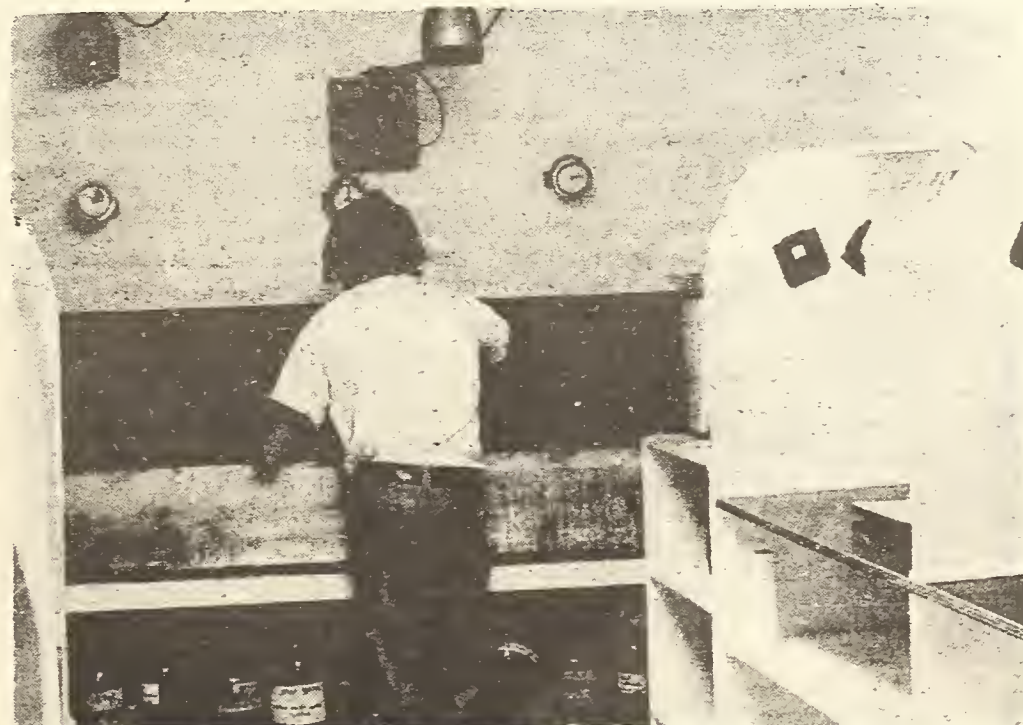
varsity field in front of the gymnasium.

Finally, the center could simply be built on the site of the present gymnasium.

This would mean that there would be no athletic facility during the renovation of the gym or its razing and the con-

struction of the new center. "We would have to arrange to use somebody else's facility for a short period of time," Mr. Melanson said.

Oct. 26, 1973



The new Communication Arts buildings next to Hammerman House has just opened, two months late. The building includes new and modern facilities including the darkroom shown.

Bare Boys Bound From Butler

A fad which (unfortunately?) has passed some how, I can't see the guys I know in Butler in this position.

With the words "Streaking has struck at Loyola," Dean Sedivy presented himself fully equipped to handle the March 7 incident of Loyola streaking. Brandishing a walkie-talkie, one club-like flashlight, one private eye camera (attachable at the waist), one jangling set of keys, and one six-foot security guard in tow, the Dean zipped from floor to floor of Butler in search of nude rear ends. By this time, the dean had already collected a good number of snapshots of the nudies as they had returned from their romp over to Notre Dame. When the dust had settled, it became clear that the dean had been lurking in the shadows of Butler awaiting the return of the nefarious raid on Doyle Hall.

It is not known what in fact caused the midnight raid on Doyle Hall. From all available evidence, it appears that the idea had its origin earlier that same night in the Rathskeller. For whatever reason though, about twenty-five nude males were seen returning from Notre Dame about midnight on March 7.

After the dean's control measures were

put into effect and the dorm was swept of any streakers, a crowd of about two hundred gathered on the Butler patio. It was then about 1:00 a.m. Friday morning, March 8. The dean had by this time withdrawn into the shadows and was consulting with his six RAs.

Psychologists say that a crowd with no purpose is a dangerous potential and Friday morning proved no exception to the rule. Some grumbling was heard but nothing seemed to be happening. For all intended purposes, the dean's timely ac-

tion had, (no pun intended), nipped the evening's activity in the bud. The crowd was even beginning to disperse. It was now about 2:00 a.m.

The quiet was not to last, however. Minutes later, about thirty-five nude males came charging out of Butler, streaking past the dean, and charging up the hill to Doyle Hall. One streaker, a bit more brazen than the rest, asked the dean if he wanted a picture. The streakers did not stop however, and continued charging up to Dame. As they reached

the top of the hill and approached Doyle Hall, the girls of Notre Dame gave a loud cheer and urged the streakers to circle the dorm. The streakers charged around the dorm like the gladiators of old and swung past the convent. The streakers had circled the dorm and were preparing a second charge when the dean caught up with them.

Rather than have their bodies captured by the dean's camera, the thirty-five streakers dashed down the hill toward the library but within cover of the woods. It was reportedly rough going for a while but everyone safely made it to the apartments before the dean showed up.

At one point of the mad retreat from Dame, someone was sweeping the Underwood field area with a high-powered spotlight but could only catch flashes of skin in the darkness.

As it turned out, all the streakers were able to don clothes before the dean arrived at the apartments. Slowly the conquering heroes returned to Butler and the crowd which has previously gathered, dispersed quietly. There were, however, reported incidents of activity until about 4:00 a.m. but they were of no consequence and the dean did not reappear that morning.

March 15, 1974



THE RITES OF SPRING:
Streaking struck again Saturday. If you've got it, flaunt it.

Dakotan favored in faculty pool

by Scott Knox

In an effort to probe the political climate on campus in the face of the upcoming Presidential elections, the Greyhound has engaged in a small-scale opinion survey among the Loyola faculty. Due to the limited extent and highly informal nature of the survey, its pur-

pose was not to provide a complete statistical breakdown but only to bring to light some of the prevalent political thought.

Of the sample group polled (a dozen instructors from a variety of departments) McGovern was favored by a roughly two-to-one margin. Further discussion with the instructors, however, indicated that overall faculty opinion was much more evenly divided, with neither candidate holding an overwhelming majority. Support for President Nixon seemed to slightly stronger on the Business-Economics departmental areas with the South

Dakota Senator faring a bit better among those in the humanities. The preferences in these focal areas were much less rigidly held than popular stereotypes might suggest.

Factors held to be in McGovern's favor include: 1) a more consistently anti-war stand, 2) willingness to reduce some of the burden in outdated foreign policy commitments, 3) a more studied yet innovative approach to the issues of communication, transportation and urban problems. Doubt about McGovern's competency chiefly focused on his administrative abilities and what many

held to be a somewhat untenable economic development program.

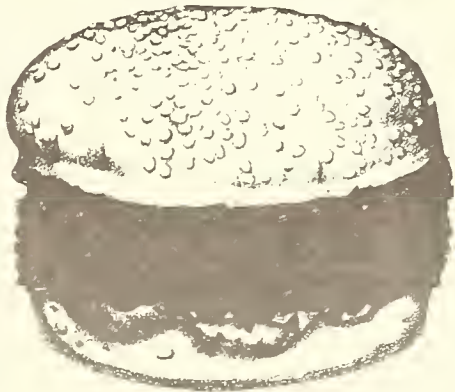
Nixon's strongpoints include the following: 1) a more methodical careful approach to Vietnam withdrawal, 2) the probability of lower government spending under a Republican administration, 3) heightened foreign policy prestige in light of the Moscow and Peking trips. His major weaknesses were judged to be equivocation in the face of major domestic social issues and the possibility of over-responsiveness to special interest groups (ITT, the Russian grain sales, the Watergate incident, etc.)

10/13/72

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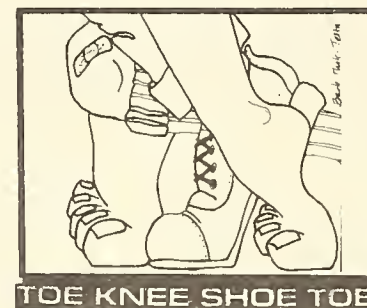
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Fr. Eugene Ahern, S.J.

Something to think about, is there a conflict with Loyola's Jesuit tradition and ROTC?

I have a question of conscience which I would like to discuss with you. The conscience involved is my own. I realize that it is not easy to discuss questions of personal conscience with others because each person's problem is unique. Yet the considerations one troubled man makes to solve his question of conscience may be of help to others.

A few weeks ago I was invited to give the Invocation at the Commissioning Exercises for the Loyola College ROTC Unit. The question I asked myself was, "Can I, as Campus Minister at a Catholic College do so especially in the light of what the Military has stood for during the past five or six years in particular? For reasons of personal conscience I had to refuse what was a very gracious invi-

tation from a man I respect. Why did I feel compelled to refuse?

I have nothing personal against any individual member of ROTC; in fact, I count some friends among them, but as Chaplain of the College, I feel that in some symbolic way I stand for, or represent, the religious dimension, of the college (there are other representatives too). Were I, as College Chaplain, to give the Invocation, it would seem as though Religion, the Church were blessing the Military, and I think that this kind of blessing would be, especially now, not only inappropriate, but wrong. As Chaplain I must have a personal concern for each member of the College community. As persons I accept everyone in ROTC; my time is their time. As official Chaplain however, I cannot publicly bless men trained for war.

All of us are aware that the Military has used Religion in the past. We recall with shame Pius XI blessing Italian tanks

used in the Ethiopian War. We remember with pride, however the response of Pius X to the German Ambassador on the eve of World War I when he said to the Pope, "The German armies are about to march. Will the Holy Father give them his blessing." The Pope thundered back, "I bless peace; I do not bless war." Without desiring to play Pope I think of this response when I see pictures, rarely thank God, of Chaplains saying Mass on the deck of carriers in the Gulf of Tonkin for men who are about to bomb Hanoi. I wonder what the Eucharist can mean in such a situation or what the expression "The Peace of the Lord be with you," can possibly signify.

I do not say that only we are the guilty ones in Viet-Nam. But I cannot speak to the enemy; I can speak only to my own country and I think we have reached the point spoken of by F.D.R.'s Secretary of War Stimson. "No nation can engage in a war for any

extended period without becoming as immoral as the enemy he seeks to stop." And who is the immoral party in this war? The answer of a woman in Hanoi who lost children in the rain of death from above would be different from the woman's whose family was massacred in the flight from Hue. The question is not just who is right; the real question may be a question of degrees of immorality.

Excuse me for going beyond the terms of the question. We are talking about giving an Invocation at a Commissioning Service; not about the Viet-Nam war. But this is part of my problem. I cannot divorce the two. What are the ROTC men trained for at this moment of time if not for war? And can a chaplain at a Catholic college in 1972 publicly bless men who have been trained for war? Many think yes and so I had no difficulty in refusing. For others would take my place in blessing.

5/19/72

Toad — A place on Campus



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3/3/72

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Spiegel says science center prompts space allocation changes

One construction project which was on time—the science center. The opening of the science center marked the beginning of a series of improvement which is still continuing.

by Angie Leimkuhler

The planned date for moving into the new science center is August 15, 1978.

Fr. Thomas Higgins 60 years a Jesuit

Four years later at age 80, Fr. Higgins is still alive and well in the Jesuit residence, and we presume his plans still include staying alive.

by Claire Jordan

On October 18, 1975, Father Thomas Higgins, Professor Emeritus of Ethics at Loyola College, celebrated his 60th anniversary as a member of the Society of Jesus. Fr. Higgins has added many accomplishments to his name in those 60 years.

Rev. Thomas J. Higgins, S.J. was born on April 20, 1899, in Philadelphia, Pennsylvania. He attended St. Joseph's College from 1911 to 1915. On July 30, 1915, he entered the Society of Jesus at St. Andrew-on-Hudson, Poughkeepsie, New York. Fr. Higgins' religious commitment officially began in 1915, but when questioned as to what prompted him to enter the religious life, Fr. Higgins answered that he had always felt "called by God."



Fr. Higgins

Fr. Higgins took his first vows as a Jesuit at St. Andrew-on-Hudson in 1917. He continued his philosophical studies at Woodstock College in Maryland. From 1922 to 1925, Fr. Higgins was a teacher at Boston College High School. Father then returned to Woodstock College as

Departments presently in Maryland Hall and Jenkins Science Building will be relocated in the move. These departments include chemistry, biology, physics-engineering and computer science. Due to changes in planning, some of the original placement decisions have been altered.

a student of theology and in 1928, he was ordained a priest by the Most Rev. Michael J. Curley, Archbishop of Baltimore. Fr. Higgins was then 29 years old.

In the ten years between 1929 and 1939, Fr. Higgins advanced from Dean of Men to Dean to President of St. Joseph's College in Philadelphia. During this time, Fr. Higgins also took his final vows as a Jesuit in the Church of the Gesu in Philadelphia and served as Rector of that Church.

In 1939, Loyola College welcomed Fr. Higgins to the staff as a professor of Ethics. Fr. Higgins retained this position until 1968. He has since served as Professor Emeritus. In 1964, he was awarded the Presidential Medal.

Throughout his teaching career, Father Higgins managed to devote some of his time to the writing of his seven books: *Man as Man*, *Perfection is For You*, *Helps and Hindrances to Perfection*, *Man as Man* (revised), *Dogma for the Layman*, *Ethical Theories in Conflict*, and *Basic Ethics*.

Throughout his 37 years on Loyola's campus, Fr. Higgins has witnessed many changes. He summed them together when he stated that these changes had basically all been "changes of growth." Fr. Higgins remembers the days when there was a student body slightly under 400, a smaller faculty and no traffic problems. He feels the college was poorer in all respects.

One of the major changes that has taken place at Loyola has been the admission of women into the college. Fr. Higgins described this as being "very beneficial—it tones the boys down, and makes the campus more human!"

Fr. Higgins serves as a Judge on the Baltimore Archdiocesan Tribunal. He is also currently preparing a course in Metaphysics for the Spring Semester at Loyola.

Fr. Higgins' immediate plans for the future include "staying alive."

Oct. 31, 1975

For example, labs have been moved to the fourth floor in the new science center to avoid excessive duct work for the fume hoods. For the most part, relocation of science departments will take place as planned, especially since "the construction company seem to be on schedule," according to Dr. Norbert Zaczek of the chemistry department.

The central computer will be moved to the center section of the fourth floor with a terminal room located on the ground floor only as a safety measure. "At night the chemistry and biology labs will be sealed off while the classroom and terminal room will remain open for evening use," stated Dr. Zaczek.

Physics-engineering will be moving to the second floor (campus level). According to Mr. F. Xavier Spiegel, chairman of the Physics-engineering, the space allotted for his department is about the same as what is now used in Maryland Hall but "it's laid out much better. There's more storage space, so now we can use the labs for labs instead of for storage."

When asked about plans for the space that would become available in Maryland Hall, Mr. Spiegel commented that speech pathology had hoped to expand its department on the basement level and the math department had requested some of the rooms on the fifth floor.

However, plans for the allocation of the space previously occupied by the science departments in Maryland Hall and Jenkins Science Building are still in the formative stages. One move is definite according to Mr. Robert Schifferli, vice president of development; the President's office will relocate in Jenkins.

Mr. Melanson vice president in charge of finances, stated that a committee is being formed to review all the requests for the space previously occupied in Maryland and Jenkins. The committee will be formed from those groups directly affected by the move, and should be fairly large in size. It will be headed by a steering committee.

Information concerning the allocation of space will be provided by members of Mr. Spiegel's systems analysis class who, by request from Mr. Melanson, will analyze the prospects for the approximately 25,000-30,000 square feet available. Any moves must meet fire and safety regulations, budget restrictions, and handicap codes. Mr. Melanson concluded that the team will "go over all possibilities that exist in terms of departments and people moving." Many things will be taken into account including "the willingness of the department to move."

Oct. 7, 1977

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The

December 3, 1976



Greyhound

Vol. 50, No. 11

College Council adopts revised 5 yr. plan. See p. 2 for details

5/5/72

THE GREYHOUND

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Dr. P. Edward Kaltenbach

10 years in administration

The academic year 1979-80 marks an important anniversary for me—the tenth anniversary of my switching from the teaching faculty at Loyola to administration. For the academic year 1969-70 I was acting Dean of Students of the Day Division while Dr. McGuire was on a year's leave of absence. After that I was dean of the Evening and Graduate Divisions for three years, and after that, since 1973, I have been Dean of Freshmen.

When I think back to "the way we were" at Loyola in 1970, I find the picture frequently hazy, but sufficiently clear to show that things have changed greatly in ten years. The protests of the sixties were moderating in the early seventies, both in frequency and in volume, and were most likely to be manifested by occasional bizarre actions, such as the wearing of sneakers, no socks, and shorts under a short academic

gown at graduation. The dress code had not been a thing of the past for very long, so that some students still felt the necessity of dressing weirdly and of making sure that their hair was long, greasy, and perpetually unwashed and uncombed.

Neither the library nor Donnelly Science, of course, had been built ten years ago. The library was still in Jenkins Hall, although it had overflowed from the third floor, where it had been confined for thirty years, and had taken over most of the room space on the second floor.

Of course, the most striking difference between then and now is that ten years ago all Loyola's students were males. The presence of the young ladies was very much felt on campus, but they were all students on the co-operative arrangement from Mount Saint Agnes or Notre Dame. Every hour of every

school day a bus shuttled between Mount Saint Agnes or Notre Dame. Every hour of every school day a bus shuttled between Mount Saint Agnes and Loyola.

Also, of course, there was a great difference in the number of students in the Day Division. In 1970 there were about 850 students. With the merger of Loyola and the Mount in the following year the number began to climb, and today there are considerably more than twice that number.

Although my memory is a little hazy here, I am sure that we felt that we had a parking problem in 1970, and I am pretty sure that we felt that it was a severe problem. Since there were fewer than half as many students then as now, the problem must have been much milder, but how were we to know the problem would grow? There must be a moral somewhere to be derived from all this.

Phil Kaltenbach

Out of the 60's into the 70's

My tenure at Loyola spanned the years 1967-1971, a period which saw the sixties turn violent and suit-up for the seventies. I entered a small local college, steeped in Jesuit tradition, but like so many other things, it changed a lot during the final years of the decade. I remember leafing through a yearbook containing a couple of dozen blank pages, which the editor blamed on the pervasive apathy of the student body. I also remember joining a fairly large crowd, sharing a modicum of outrage and, no doubt, a massive portion of guilt, engaged in a sit-in demonstration outside the Jesuit residence, though I honestly can't recall what we were protesting about.

In many ways my memories of Loyola reflect my more general memories of the times. All sorts of people back then protested ROTC in all sorts of ways, and I must admit that I personally shared their distaste. ROTC then was mandatory for freshmen, and besides spending hours in the classroom studying composition of smoke bombs and grenades, we indulged for two hours every Tuesday, from 8 a.m. to 10 a.m., in an activity euphemistically known as "physical exercise," or P.E. Many a weary morning I changed into my fatigues, including combat boots that took hours to lace properly, scrambled to get my M-1 rifle, and then, raced to the athletic field, hoping

to arrive before my "commander" began chewing out late comers. Midway through the cold winter, I discovered I could skip these festivities at the cost of only a few points off my grade; I ended the year all smiles, with a D+. I remember the excitement the winter of 1971, when three friends and I crowded into my new Volkswagen and drove through the snow to Roanoke to watch the Loyola basketball team win the Mason-Dixon Conference Championship. My friends and I went to record the games on videotape for Loyola's fledgling television station, WLOY, and we spent three tremendous days with the team, the coaches, and the cheerleaders from Notre Dame. The

recollection remains vivid and very pleasant for me.

Many things didn't change a lot during my four years. My study habits were never quite what they should have been. During my sophomore year I encountered, perhaps for the first time, mass confusion in a course entitled "Philosophical Anthropology," which still holds mysteries for me. More than one occasion my confounded classmates and I stayed up all night trying to untangle paradoxes and to fathom concepts that were, if nothing else, unreal.

Through everything my instructors, and everyone else at Loyola treated me generously, or at least fairly. I entered the College as a Math major, but I soon decided that true unemployment lay in another direction, so I decided to pursue a degree in English. The transition was a difficult one, and only through the good offices of such people as

Mrs. Ambromaitis, Dr. Scheye, Mr. Voci, and others did I finally learn that those who can't do, indeed, teach. I owe many at the College a debt of gratitude.

In fact, I met an amazing number of fine people during my Loyola days. Under the guidance of Ed Ross, I acted in several plays and, though I now perform only for captive classroom audiences, I got to know many talented and friendly people; one of whom remains to this day, one of my closest friends. And I also remember the small group with whom I would cut classes and ignore all sorts of worthwhile occupations to play interminable card games, including one called "substitution," that threatened to ruin my life forever. Loyola for me was a fine place to spend four terrific and productive years, and I look forward to my ten-year reunion so I can recapture more of those days with those with whom I shared them.

Chris Kaltenbach

A three year reflection

If you haven't first read the other two reflective essays on this page, stop right now and peruse them first. This page has been purposely set up in much the same manner as a bookshelf, and a predominantly Kaltenbach bookshelf at that: my brother Phil, who graduated in 1972, functions as the left bookend; my father, who most of you have probably run up against at one time or another, and who managed to survive the entire decade, functions as the actual books; and this little missive, from a student who started in the fall of '77 and saw the decade at Loyola close, functions as the right bookend.

Convenient, huh?

As a good number of you reading this can attest, Loyola has indeed changed dramatically, even over the past three

years. At the time I first embarked upon these hallowed halls in '77, Donnelly Science had yet to be completed, the athletic field still had rocks and carbon dioxide-breathing grass on it, the cafeteria wall was twice the height it now is, the McCauley Apartments hadn't opened, and the Philosophy Department was still stationed in Green House.

There was also, of course, the change on campus that most involved this fledgling reporter, as well as any student whose length of service has exceeded two years—through the end of Spring Semester '79, the Greyhound lived comfortably and without substantial water leakage in a delightfully unnecessary looking building just off of Coldspring Lane. The building itself may have been demolish-

ed, but the memories remain.

Being a true Evergreen Greyhounder for almost three years has been an experience I, quite literally, would not trade for anything. Experiences have been tabulated, memories stored, people grown fond of. Cherished moments have been many: working on WLCR, under the management of, successively, Damian Varga and Mike Leubecker; working for three months in the Jesuit residence and getting to meet some of the more unforgettable characters living there; my work with Greyhound, where I made lasting friendships with a roster of talented individuals too numerous to list.

It's been great so far—it'll be great for a while longer.

Onward!

The Greyhound 3/21/80

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THE GREYHOUND

LOYOLA
COLLEGE
IN MARYLAND

sports



Hounds are # 1 in NCAA

In 1976, fans of Loyola soccer had a real treat as the Greyhounds took it all, winning the NCAA championship in Seattle by beating New Haven 2-0.

What can you say about a soccer team with a record of 21-1-0? When you begin to talk about this number one team you might have to think back to when the Loyola Greyhounds first started to build their pyramid of victories.

The construction began in September as the soccer team laid their victory foundation by winning the Loyola Annual Invitational Tournament defeating Div. 1-Adelphi 2-1. Full-back Greg Portera was deemed the most valuable player of the entire tournament.



Ports leaps high to head the ball.

The Hounds laid the next gold brick in the pyramid as Loyola took home the Presidential Cup as they beat Baltimore University 4-2. The standout in this game was sophomore Pete Notaro, totalling 3 goals. As the Hounds continued to storm they blew every opponent off the field and nothing could stop the mighty Green Machine. As the soccer team

racked up the victories they carried with them the Mason-Dixon League, by wiping out Baltimore University 4-1. This outstanding victory lead Loyola to gain the number one bid to the NCAA championship. But the fireworks didn't cease now but they exploded and the green and white sparkled as they rolled over Rollins in the regionals. Pete Notaro once again was the hero and he shared this title with Ian Reid. Ian assisted Pete in the double sudden death overtime and the joyous Hounds left the field to pack their bags for Seattle.

The 22 Greyhounds, psyched for the NCAA championship, left for Seattle, Washington on Tuesday, November 3. It was on Thanksgiving that the Hounds met up with their first opponents—Chico State of California. Once again it was the combined

sort of thanksgiving.

But Saturday, November 29, was the big one. This was it, the point of the golden pyramid. One more brick for completion. At two o'clock the Hounds faced New Haven and the victor would leave the field as number one in the entire country. It was the Loyola team who left the field with 24 index fingers high in the air.

Loyola didn't play just any game against New Haven. It can be said that the Hounds played their most outstanding game of the season. The awesome ability of the team was what truly made Loyola number one. Into the first half captain Ian Reid once again netting the first goal on an assist from Les Chelminiak, from hereon the Hounds burned. Playing almost a flawless game the team combined Mario Scilipoti and Pete Notaro, the sophomore linemen were unbeatable. Mario's continuous hustle proved vital as he outpowered the opposition defense and nothing could slow down or catch the jack rabbit Pete Notaro. But an important trick to this trio of upperclassmen was the Italian Stallion—Nick Mangione. Only a freshman, Nicky has proven to be one of the best linemen around, and one of the most valuable assets on the team.

Aiding both defensively and offensively were the halfbacks Tim Linz, Vernie McVey, Kevin Healy, and Les Chelminiak.

These men were the link between a strong defense and offense. Bernie McVey recovering from an injury was the strong side to the midfielders, when Bernie graduates it will leave a gap and he will be hard to replace. Les Chelminiak's assists were the necessary spark to trigger the scoring and Tim Linz too out maneuvered the opposition and flew past them to Loyola's endline.

But who are those men backfield? None other than the fa-



Pete Notaro goes high in air for a boot.

mous looney tunes, Ports, Palmere and Dempsey. Stephen Dempsey played his most outstanding defensive game of the year. Bruiser Demps never missed a head ball and his good footing was a key to the offensive line. Besides Demps was John Palmere. Palmere could do no wrong; beating the opposition to the ball, returning goal kicks with perfection and literally ejecting any ball that got within 20 yards of the goal. Motor played with such perfection and class that who else could receive the most valuable player all season, but John took home the big MVDP award.

Alternating were Chuck Becker and Nello Caltabiano. Coach Bullington is lucky to have 2 key men that he can call upon anytime to do the job.

Then came Ports. If an article was to cover all the attributes of Greg Portera it would have to be a novel . . . It was Ports who was the solid core of the entire team, not just mentally and physically. He gave the Greyhounds their spirit as the Mighty Mongo bellowed words of encouragement. He was the main man of the team, he got 'em psyched when they were down and had them burning when they were hot. Ports gains recognition not only as one of the best defensive players in the Nation, but as a respectable athlete who gives more to a team than his ability.

Behind all of the defensive players was All-American John

Houska, who in the New Haven game kept the opposition off the boards.

Getting back to the offense, it was Petey Notaro who put the icing on the cake as he scored the second goal in the second half on an assist from Mario Scilipoti. Pete now brings attention to Loyola as he ranks the number one leading scorer in the Nation. Pete scored the clinching goal but it was the little Englishmen who also shone, Ian Reid, a linemen or is half-back or it might as well be full-back, is such a well rounded player that a spectator has to wonder how one person can do so much and keep on going for an entire game, but Ian does it. Ian is quick, tough and just an all around outstanding athlete. He is positioned where he plays best but he is such a team player that the coach can put him anywhere. Ian has 21 goals and he leads the team in assists, where would Loyola be if they lacked this kind of ballplayer? Ian will be a great loss to the Greyhounds. Ian's talent is obvious not only to his fans at Loyola but also the judges in Seattle. Ian received the award for the most valuable offensive player. Great Job.

All these combined forces placed Loyola No. 1 as they defeated New Haven 2-0. The Hounds took home the golden crown to decorate the victory pyramid.

Dec. 3, 1976